

# KAZAKHSTAN INTERNATIONAL SCHOOL ASTANA



## ELEMENTARY STUDENT- PARENT HANDBOOK 2024-25

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## Kazakhstan International School Campus

### Kazakhstan International School Astana:

The area of intersection of T. Ryskulova, A. Bokeikhan & Hussein bin Talal streets

Office: +7 7172 99 99 40 If you need to leave a message for a member of our academic team, e.g. your child's homeroom teacher, please call:

+7 7172 99 99 40

### Key Contacts

**Head of School:** Todd Flanagan, [tflanagan@kisnet.org](mailto:tflanagan@kisnet.org)

**Director of Administration:** Gaukhar Oraltaykyzy, [goraltaykyzy@kisnet.org](mailto:goraltaykyzy@kisnet.org)

**Elementary Principal:** TBD

**Early Years (EY) Principal:** TBD

**Primary Years Programme (PYP) Coordinator:** TBD

**Middle Years Programme (MYP) Coordinator:** TBD

**ICT Department:** [it@kisnet.org](mailto:it@kisnet.org)

**Accounting (school fees):** Olga Potapova, [opotapova@kisnet.org](mailto:opotapova@kisnet.org)

**Transport:** TBD

**Endeavour (uniform suppliers):** [sale@endeavour.kz](mailto:sale@endeavour.kz)

**Universal Catering company for the Campus:** TBD

### Communications

Parents with queries regarding their child should contact the homeroom teacher or relevant subject teacher in the first instance, using the teacher's [kisnet.org](mailto:kisnet.org) email address. KIS does not share teachers' private telephone numbers or personal email addresses.

**VISION:** To be a caring, impactful community that excels in learning and in life.

**MISSION:** The KIS community nurtures a growth mindset through a holistic education that connects cultures.

**CORE BELIEFS ABOUT SUCCESS LEARNING AND LIFE:**

**AT KIS WE VALUE THE FOLLOWING:**

- **WE VALUE LEARNING.**
  - KNOWING HOW TO LEARN IS KEY TO SUCCESS IN ONE’S LIFE; LEARNING TAKES PLACE NOT ONLY IN ACADEMICS, BUT ALSO IN RELATIONSHIPS, SELF-DEVELOPMENT AND GENERAL WELLNESS.
- **WE VALUE SAFETY**
  - IN ORDER TO LEARN, PEOPLE MUST BE IN A PHYSICALLY AND PSYCHOLOGICALLY SAFE ENVIRONMENT.
- **WE VALUE DIGNITY**
  - ALL PEOPLE HAVE DIGNITY AND ARE DESERVE TO BE TREATED WITH RESPECT.
- **WE VALUE DIVERSITY**
  - ALL PEOPLE CAN LEARN AND ALL LEARNERS LEARN DIFFERENTLY.
  - WE BELIEVE THERE ARE DIFFERENT WAYS TO BE “RIGHT”.
- **WE VALUE RESILIENCE**
  - SETBACKS AND MISTAKES ARE LEARNING OPPORTUNITIES IN ALL AREAS OF LEARNING.
- **WE VALUE RELATIONSHIPS**
  - WHEN TRUST IS BROKEN, IT MUST BE REPAIRED

## **THE KIS SONG**

We are inquirers and proud to be  
open-minded, reflective, and  
caring.

We are really good thinkers and risk-takers too.

If we were not knowledgeable, what would we do?

We are all principled - we do what is right.

We communicate respect every day and  
night. We are all balanced - we work and  
we play. **We are KIS students, the future**

**starts today!**

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## **KIS - (STATEMENT OF GRADUATE QUALITIES)**

### **A KIS GRADUATE IS:**

#### **Principled**

- We are honest, respectful and responsible global citizens.
- We advocate for a better and more peaceful world for all.
- We work and live with integrity.
- We can be trusted to follow through on our commitments.

#### **Independent**

- We know how to plan for, and achieve, success.
- We take responsibility for our choices and actions.
- We use reflection as inspiration for continuous improvement.
- We commit to our well-being through healthy self management.

#### **Collaborative**

- We take shared responsibility for the success of our teams.
- We understand the importance of taking on different roles to accomplish common goals.
- We communicate respectfully at all times
- We speak a variety of languages.

#### **Curious**

- We are skilled inquirers who actively seek new knowledge and deeper understanding(s).
- We wonder why things “are” and how they can be made better?
- We transfer our knowledge to learn new things.
- We are excited by new challenges.

#### **Adaptable**

- We are resilient when faced with challenges, failures and setbacks.
- We are keen to try new things and gain experiences.
- We view positive and negative experiences as opportunities for growth.
- We are flexible and open-minded when faced with change.

#### **Empathetic**

- We care about and preserve the dignity of all people.
- Our care for others inspires us to take positive action.

- We seek to understand the positions of others before deciding we are “right”.
- We consider the experiences of other people before judging their actions.

## What is the International Baccalaureate?

It is a non-profit educational and non-governmental (NGO) organization that was established in 1968 in Geneva, Switzerland. The IBO offers four programmes of international education for students aged 3 – 19 years:

**The Primary Years Programme (PYP) for 3–11 year olds. The Middle Years Programme (MYP) for 12–15 year olds. The Diploma Programme (DP) for 16–19 year olds.**

**The Career-related Programme (CP), also for 16–19 year olds.**

## GENERAL INFORMATION

With around 30 nationalities, our diverse yet unified school creates a truly international educational experience where multicultural students learn in English all day, every day.

We aim to cultivate international-mindedness in our school community by providing equal educational opportunities for students from diverse racial, ethnic, social, and cultural groups. With students from diverse backgrounds, our emphasis on English language support (as a second or additional language) distinguishes KIS from other international schools, and prepares our students for success across all aspects of school life. Our commitment to one another—among teachers, students, parents, and support staff—creates a strong sense of belonging within the KIS community.

KIS is an IB World School, authorized in 2011 to deliver the Primary Years Programme (PYP) from pre-school up to Grade 5. The middle school programme for Grades 6 to 10 is based on the IB Middle Years Programme (MYP) curriculum framework. We achieved IB accreditation for the MYP during academic year 2018-19. Students in Grades 11 and 12 follow the IB Diploma Programme.

## IB LEARNER PROFILE

Through thoughtful teaching and careful modeling, KIS uses these ten attributes to develop international-mindedness in our students:

**Inquirer** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



**Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinker** - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicator** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-taker** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** - We understand the importance of balance in different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



## LEARNING AT KIS

### INTERNATIONAL MINDEDNESS AT KIS

In our KIS community, we strive towards international mindedness. We exhibit international mindedness by understanding, appreciating and accepting the world around us. We inquire into and are knowledgeable about different cultures. We are open-minded to different beliefs and values. We are caring and principled. We want to know what needs to be done to make our world a better place for every living thing, while reflecting on and communicating the needs of others. We are balanced in our respect and celebration of the differences that make up our world. We willingly take risks when action or leadership is needed in our global community.



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KIS is an authorized Primary Years Programme (PYP) school, authorized in April, 2011. KIS is committed to structured inquiry as the vehicle for learning. Six transdisciplinary themes provide the framework for the exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes — as they design Units of Inquiry for exploration and study. Through this process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

We believe in the holistic development of children, tapping their potential curiosity and innate talents to bring out well balanced confident individuals, and lifelong independent learners.

We strive to develop global citizens who respect cultures, who open-mindedly nurture the diversity found around them, and who endeavour to lead by example.

We develop attitudes that make our learners caring and empathetic towards those less privileged and enable them to realise that they have the power to make a change.

We respect each child's individuality and uniqueness and are committed to enrich and widen their horizons.

### **What does “transdisciplinary” mean?**

The word ‘transdisciplinary’ refers to connections that transcend individual disciplines. Transdisciplinary study involves the links or interconnections across disciplines. It is a reflection of the reality in which we live. A transdisciplinary concept may reach across disciplines such as Mathematics, Science, English and Social Studies, and link them all together; by definition, such a concept is not confined to one subject. For example, the concept of ‘change’ may feature in Mathematics, Science, English, and Geography. The Primary Years Programme reflects a transdisciplinary approach to teaching and learning, thus promoting understanding of the real world.

### **Knowledge**

*What do we want students to know about?*

This is the significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding. Knowledge is both transdisciplinary and disciplinary, represented by traditional subject areas. Six transdisciplinary units of inquiry Languages, Social Studies Mathematics, Science and technology, Arts, and Personal, Social and Health education Physical Education (PSPE).

### **SIX TRANSDISCIPLINARY THEMES:**

<b>Who We Are</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
<b>Where We Are in Place and Time</b>	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
<b>How We Express Ourselves</b>	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
<b>How We Organize Ourselves</b>	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
<b>How the World Works</b>	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
<b>Sharing the Planet</b>	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

## Concepts

These are the eight fundamental concepts expressed as key questions, to propel the process of inquiry.

**Form:** What is it like?

**Function :** How does it

work? **Causation :** Why is

it like it is? **Change:** How is

it changing?

**Connection :** How is it connected to other things?

**Perspective :** What are the points of view?

**Responsibility:** What is our responsibility?

## APPROACHES TO LEARNING SKILLS

There are five sets of ATL skills acquired in the process of structured inquiry. These are: **Thinking Communication Social Research Self-Management**

## ACTION

The programme encourages the students to reflect, to make informed choices and to take positive action that will help their peers, and the community. Students demonstrate a deeper sense of learning, by applying their knowledge to service and positive action.

## PYP EXHIBITION

The exhibition is a culminating experience which reflects all the major features of the PYP. It offers the students the opportunity to explore knowledge conceptually, which is significant and relevant, to reflect on and apply their learning, to choose appropriate courses of action and to display attitudes.

The PYP student is required to engage in a collaborative, trans disciplinary inquiry process that involves identifying, investigating and offering solutions to real life issues or problems.

The PYP exhibition has a number of key purposes:

- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide the students with an opportunity to explore multiple perspectives.
- Application and Reflection of learning through the PYP programme.
- To demonstrate how one can take action as a result of his/her learning.
- To unite the teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition from primary to middle school.

## KIS WRITTEN CURRICULUM

### [KIS Elementary School Program of Inquiry 2023 - 24](#)

<u><a href="#">Toddlers</a></u>	<u><a href="#">Pre - K</a></u>	<u><a href="#">Kindergarte n</a></u>	<u><a href="#">Receptio n</a></u>	
<u><a href="#">Grade 1</a></u>	<u><a href="#">Grade 2</a></u>	<u><a href="#">Grade 3</a></u>	<u><a href="#">Grade 4</a></u>	<u><a href="#">Grade 5</a></u>

### ADDITIONAL INFORMATION:

For more information on the International Baccalaureate Organization, please visit [www.ibo.org](http://www.ibo.org)

Please see: [General Regulations: Primary Years Programme](#)

[Rules of the PYP schools](#)

[Primary Years Programme](#)

[PYP brochure](#)

### ASSESSMENT

#### Statement of Philosophy

The purpose of assessment is to support, evaluate and advance student learning. In short, students must know what they are capable of.

Rigorous assessment is essential in providing students with feedback on their academic achievements, and allows them to monitor and measure their progress against learning objectives.

At KIS Elementary School we use both **external and internal assessment** in the PYP.

- Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.

At KIS we use Formative assessments as well as Benchmark assessments. Benchmark assessments are administered 3 times per year. These assessments are used to monitor, track and report on student growth. The KIS PYP reporting criteria are:

- Beginning to make understandings;

- Developing understanding;
- Consolidating understanding;
- Extending understanding.

The criteria are applicable from Reception up to Grade 5.

### **EXTERNAL ASSESSMENT - NWEA MAP ASSESSMENTS**

We use MAP data to evaluate student growth over time in literacy (reading, language usage) and numeracy (math) & science.

- Reception - Gr 2 - Reading and Math
- Gr 3-5 - Language usage, Reading and Math

The results of MAP tests are communicated to parents at the close of each MAP session. A document is [linked here](#) that provides further information about MAP testing.

### **Communicating assessment information**

November	Fall report - Interim report followed by 3 way conferences. These reports include teacher comments on the settling in process, there are no grades. Grades 1 MAP reports are shared as well at this time.
February	Semester 1- Progress report and Grades 1-5 MAP reports followed by 3 w conferences.
April	No formal report at this stage. Early years and Elementary school Student-led conferences where students have the opportunity to reflect with their parents on their progress and learning experiences during the year.
June	Final report sent home to parents which includes a full assessment review of units in terms of knowledge, skills, concepts and attitudes. Grades 1-5 MAP report sent home to parents.

### **Absences during assessments**

If student is not present for an external assessment session (MAP), oral presentation or any other structured formative (PYP) or summative assessment taking place on a specific day/time, and no explanation is provided:

- The student/parents must make contact with the homeroom teacher on his/her first day back at school (either personally or via email) to arrange submitting the task as soon as possible. Teachers will make a time available and suited to both parties where this can be completed. For younger students, this will be teacher led rather than student initiated.

Upon missing a scheduled summative task, due to scheduled medical or approved absence of leave:

- The student must contact their homeroom teacher/subject teacher and complete the summative task as soon as he/she is back after his/her sickness/absence from school.

## ENTRY REQUIREMENTS FOR THE PRIMARY YEARS PROGRAMME

### Admissions process

Upon application, new applicants will provide necessary documents in accordance with KIS admissions policy and take the following assessments and interviews:

- the CAT4 admissions screener;
- WIDA English level assessment and produce a short piece of independent writing to determine their writing ability level in English. The test will be assessed by the EAL team member using the WIDA screener. Students in grades 1-5 need to have a certain level of English skills to be able to understand instructions, communicate during lessons and produce work of a high level;
- Interview with the Elementary Principal.

Once all the data is gathered (assessments and interview comments) the Admission committee will review all current enrollment applications. Individual circumstances and student interest are also taken into account.

The school's Special Educational Needs and Language policies outline our philosophy on making all IB programmes as accessible as possible given the financial and professional resources available.

In all admissions cases, the Principal of the school makes the final decision. The decision on non-enrollment lies with the Head of School.

Please KIS [Admissions Policy](#) and [Inclusion Policy](#) for additional information.

## ENGLISH LANGUAGE USAGE

English is the language that unites KIS as a community. Parents' expectations are that their children will become fluent in English. Fluency is defined as the ability to comprehend, read, write, and speak English spontaneously with ease in an academic setting.

Students are expected to:

- view English as the language that unites our campus – the language of inclusion
- use English in their classrooms to develop their listening, speaking, reading and writing skills, thereby maximizing learning
- help create a supportive, accepting environment in the classroom and across the campus that fosters the learning of English
- be aware of the benefits of using English in class (e.g. taking opportunities to practice the language; including others who do not share different languages spoken in school)
- be aware of the impact of not using English in on-campus interactions and off-campus school-sponsored activities, where non-native speakers of the language are present.

## Mother Tongue

It is imperative that parents support mother tongue language development at home and provide a language-rich environment. Research has shown that strong mother tongue skills facilitate additional language acquisition

## DAILY SCHEDULE

The elementary schedule follows a weekly schedule. The schedule is published in this Student's-Parents Handbook and is shared with the parents in each class at the Back to school Night event at the beginning of the academic year.

7:30 - 7:50	Students arrival
8:00 - 9:00	Period 1
9:00 - 9:40	Snack/recess
9:40 - 10:20	Period 2
10:20 - 11:00	Period 3
11:00 - 11:40	Period 4
11:40 - 12:40	Lunch/Recess
12:40 - 13:20	Period 5
13:20 - 14:00	Period 6
14:00 - 14:40	Period 7
14:40 - 15:00	Homeroom/snack
15:00 - 15:15	Dismissal
15:15 - 16:15	After School Activities

## RESPONSIBILITIES

The teachers and administration of Kazakhstan International School expect students to come to school prepared to learn. When circumstances prevent a student from concentrating on learning, the staff of KIS will seek ways to help the student. However, it is expected that the student will cooperate and want to improve his/her performance or behavior. Behavior expected of all students includes:

- respect for the rights of other students.
- respect for the authority of all KIS staff
- respect for school property

- being on time for class
- being prepared for class.

## PUNCTUALITY

Students are expected to arrive at school and for their lessons on time.

## ATTENDANCE

The school's instructional program is based on the assumption that students will attend school regularly. Daily class attendance is a condition for coursework and general academic progress at the school. Consistent and regular attendance enables students to keep up with classroom learning expectations and fully enjoy the varied classroom activities.

The school expects students to achieve a **minimum** of 90% attendance for the school year. Students may not automatically receive academic credit nor pass up to next grade unless they have attended school for the required number of days. Significant late arrivals and early departures may be considered as days of absence. Attendance is recorded and tracked on ManageBac and this information can be accessed by parents, students and teachers.

**A student absent for more than 18 school days in the year will be subject to review by the Elementary School Leadership team and it may be advised that the student should repeat the school year.**

## ABSENCE/LEAVING SCHOOL

If a student is absent for any reason, a parent or guardian must inform the school using school email/Managebac, and state the reason for the absence. In urgent cases, parents are expected to call and inform the school on the morning of each absence. Students are expected to be in school each day for the full school day.

While teachers will make every effort to indicate what work will be covered during the period of absence, it is the student's responsibility to make up this work. The student is expected to return the completed work upon his/her return to school. Work and understandings that are collaboratively and interactively constructed through activities in class may not be possible to make up if the student was absent. Furthermore, the school cannot guarantee that all assessments can be taken in cases of absence.

If a student needs to leave during the school day (e.g. for a medical appointment), parents must inform the homeroom teacher using SeeSaw/Managebac. In urgent cases, parents must call the administration office. When the student leaves, he or she must take an exit slip from the administration office which will be signed by the homeroom teacher and given to the receptionist on departure. Students are expected to return to school later in the day whenever practicable, e.g. if attending a doctor's appointment in the morning. If possible, appointments (e.g. for a doctor or dentist) should be made after school hours.

In order for students to participate in the after school activities program and school events, students are required to be in school on the day of an event such as a game or performance. If a student is not in attendance for the full day on the day of a school event, they will not be eligible to participate in the event on that day.



## EXTENDED LEAVE

The school strongly encourages parents to plan all family vacations during regularly scheduled school breaks so that children do not miss school. When students are absent from school for an extended time, they miss important instructional and educational interactions with teachers and classmates. Teachers are not required to prepare additional materials for absent students, except in cases of extended illness or family emergency.

## ACADEMIC PROGRESS AND ATTENDANCE

When a student is absent from school and makes up homework and tests, only part of the learning process proceeds normally. When students are absent, they miss:

- The interactions that take place during classroom discussions.
- The opportunity to clarify feedback from teachers and peers regarding progress towards learning targets and learning outcomes.
- The direct and first-hand learning which comes through classroom activities.
- The possibility to ask questions to clarify homework, presentations, activities, discussions and assessment tasks.
- Ongoing small group work and projects.
- The opportunity to take out books or other print materials needed for research.
- The opportunity to use the school's print, media, and educational technology tools for research.

## EXCESSIVE ABSENCES

Students are expected to attend school each day. Every student shall maintain an attendance rate of **at least 90%** for each semester of the school year.

Students who are absent from school for more than 10% for any reason are considered to have "excessive absences".

Excessive absences compromise a student's ability to achieve his/her academic potential and could have negative consequences on one or more of the following areas:

- Meeting expectations on their Approaches to Learning (ATL's)
- Meeting academic grade level expectations
- Advancing to the next grade
- Continuing enrolment as a KIS student

## EARLY WITHDRAWAL

Early withdrawals from school are discouraged and will only be considered if extenuating circumstances are presented. When students leave early, they may not be in a position to complete all work for each subject and this may impact their ability to receive full grades for the specific term/semester/academic year. KIS will not prepare final records early and will only release final school records when families have met all obligations to the school.

## ENGLISH LANGUAGE SUPPORT

KIS provides an English-medium education. KIS is committed to every student being fully engaged in the classroom, irrespective of their mother tongue and first language background.

Starting from Grade 1, we assess English Language Proficiency of all students who apply to the school, in addition to the CAT4 entrance screener. The WIDA English proficiency test (reading, writing, grammar and interview by EAL team member) is given as part of the application process, along with support through our English as an Additional Language Department (EAL). These students receive in-class/small group support from an EAL team member in accordance with the Academic Development Plan designed by the EAL team following the WIDA assessment in consultation with the homeroom teacher.

### Student Learning Support

Where a specific learning difficulty has been verified and documented, a student may be placed on a Learning Support Plan. In this case, the next steps will be made in consultation with the student, parent, homeroom teacher, Learning Support teacher and the PYP Program Coordinator/Principal.

## STUDENT PROMOTION PROCESS

A student currently placed in grades 1 through 5 will be transitioned to the next grade with the consideration given to the student's maturational development, KIS age and grade levels requirements, and meeting the academic standards established for the student's current grade placement, as determined by the school.

### Promotion Criteria:

A student shall be promoted to the succeeding grade level at the end of the academic year provided the student has:

- Achieved the academic levels of the current grade level, based on the grade level's internal assessments, the school's external assessments, and the professional judgment of the teaching team and the elementary school principal;
- Met the expectations on their Approaches to Learning (ATL) skills: social, emotional and physical maturation development necessary for a successful learning experience at the next grade level;
- Demonstrated consistent attendance in accordance with the school's attendance expectations (outlined in this Handbook and Parents Agreement) of no less than 90% of the school days in the current academic year.

If a student does not meet one or more of the promotion criteria listed above the student may be retained in the current grade level.

If the school recommends a student to be non-promoted to the next grade level, the following processes will be initiated:

- School will initiate a meeting with the family to inform the parents of the school's concerns and potential ramifications;
- A student will be placed on academic probation with a family-school intervention plan for minimum of 4 weeks;

- 
- Upon completion of the academic probation, a follow up meeting will be held to determine the student's academic probation status and the results of the family-school intervention plan.
  - The school will render a decision regarding the student's promotion based on the promotion criteria.

Final decision for non-promotion will be made by the Elementary Principal.

## **BEHAVIOR EXPECTATIONS/STUDENT CONDUCT**

Expectations of student conduct at KIS are based on the principle that no one has the right to interfere with other people, their property, or their time. The school seeks to develop and encourage an attitude of individual responsibility towards the quality of life in the school community.

The code of behavior expected from students rests on these basic rules:

- respect for others
- respect for safety
- respect for oneself.
- respect for one's own property, and that of others.

In accordance with the Learner Profile, students are expected to show caring, cooperative, respectful behavior towards others. Children learn better when they are part of a safe, supportive environment. The school strives to ensure that a student's acceptable behavior is acknowledged, supported and recognized.

Students are expected to show caring and respectful behavior towards school's property (such as books and furniture). In case of damage or loss of school's property, students will have to reimburse the cost of damaged/lost items.

We acknowledge that parents are their children's first and most important teacher. When there is an incident or situation at school, teachers/administration may contact the parent to seek their cooperation in addressing the situation.

Behavior incidents are recorded on ManageBac, where they can be viewed by parents. Positive comments and praise can also be recorded on ManageBac. Misconduct is dealt with in accordance with the severity and persistence of the behavior, as shown on the diagrams on the following pages.

Note that the school/parent contract gives the school the right to terminate the agreement (and therefore exclude a student permanently) in case of breach of school regulations and policies relating to school curriculum, attendance, behavior, dress code and other policies of the School.

## ADDRESSING POOR BEHAVIOR AND THE USE OF SANCTIONS

<b>Level 1: Lack of Responsibility</b>	<b>Potential Actions</b>
<ul style="list-style-type: none"> <li>- Non-compliance with dress code</li> <li>- Lateness to school</li> <li>- Lateness to lessons</li> <li>- Lack of equipment needed for learning</li> <li>- Failure to complete homework/class work</li> <li>- Inappropriate use of laptop in lessons (gaming or accessing social media); failure to adhere to mobile phone policy</li> <li>- Dropping litter or not clearing up</li> <li>- Leaving personal possessions unattended</li> <li>- Chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>- Verbal warning</li> <li>- Reasons established and ways to improve discussed – further investigation may be needed depending on response.</li> <li>- Recorded on Managebac without parent notification</li> <li>- Confiscation of mobile devices during the school day.</li> </ul>
<b>Level 2: Lack of Respect Actions - repeated action</b>	<b>Potential Actions</b>
<ul style="list-style-type: none"> <li>- Repeated level 1 infractions</li> <li>- Disrespect or rudeness shown towards fellow students, staff or any member of the KIS community</li> <li>- Defiance</li> <li>- Not following the instructions of administration, faculty or staff</li> <li>- Inappropriate displays of affection</li> <li>- Vandalism e.g. graffiti</li> <li>- Disruption to the learning of others in lessons</li> <li>- Truanting a lesson (including excessive time in washrooms or at the nurse)</li> <li>- Name calling/isolating others/interfering with the personal property of others</li> <li>- Use of inappropriate language</li> <li>- Misuse of IT and/or equipment</li> <li>- Academic malpractice</li> </ul>	<ul style="list-style-type: none"> <li>- Recorded as a referral on Managebac by the member of staff</li> <li>- Parents notified</li> <li>- Formal meeting between student, teacher making referral and appropriate SLT member (Assistant Principal/Principal)</li> <li>- Student to be monitored, weekly report initiated by Assistant Principal where appropriate</li> <li>- Detention at break, lunchtime or after school.</li> <li>- Letter of apology where appropriate</li> <li>- Restorative process followed as appropriate</li> </ul>

Level 3: Serious Offences Action	Potential Actions
<ul style="list-style-type: none"> <li>- Persistent breach of school expectations, repeated negative behaviour (level 1 and 2)</li> <li>- Fighting</li> <li>- Theft</li> <li>- Vandalism e.g. more serious damage than Level 2</li> <li>- Smoking or drinking alcohol on school premises or during school trips</li> <li>- Threatening or physical aggression towards any member of the school community.</li> <li>- Academic dishonesty, examinations (NOTE: academic dishonesty in any component of external examinations may result in loss of PYP award).</li> </ul>	<ul style="list-style-type: none"> <li>- Immediate referral to Principal</li> <li>- Recorded as a “referral” on Managebac by Assistant Principal. Fully documented, Reason for behaviour explored.</li> <li>- Parents are informed by the appropriate Principal via a phone call. This phone call is followed up by an email documenting the essence of the phone call notification and an invitation in for a meeting.</li> <li>- Meeting with parents (and school counsellor) implemented.</li> <li>- Follow up email with meeting minutes and next steps as discussed and agreed.</li> <li>- Behaviour contract created with fixed term review and completion if appropriate.</li> <li>- One day Internal suspension (isolation)</li> <li>- Completion of work in controlled environment</li> </ul>
Level 4: Serious Offences Action	Potential Action
<ul style="list-style-type: none"> <li>- Persistent breach of school expectations, repeated negative behaviour -</li> <li>- Possession or use of illegal substances, e.g. narcotics</li> <li>- Possession or supply of pornographic material</li> <li>- Possession of any form of weapon; threat or actual use of any object as a weapon that may cause serious physical injury</li> </ul>	<ul style="list-style-type: none"> <li>- Immediate referral to the school counsellor. Full documentation completed by member(s) of staff involved on Managebac</li> <li>- Student withdrawn from lessons</li> <li>- External suspension for a fixed term</li> <li>- Parents contacted</li> <li>- Meeting with Principal</li> <li>- Student’s future at the school discussed with Head of School; Board approval sought for permanent exclusion, if deemed necessary</li> </ul>

## BULLYING

KIS has zero tolerance for bullying at the school.

### Bullying is:

- Deliberate

- Hurtful
- Repeated

**Bullying can be:**

- Physical (hitting, kicking, talking, or damaging belongings)
- Verbal (name calling, insulting, making threats)
- Indirect/Emotional (spreading nasty stories, excluding from groups, making someone feel uncomfortable or scared).

**Student Incident/Accident Form**

In case of an accident or incident at school, a Student Incident/Accident Form is completed by a member of staff who witnessed the event, including the date, event, witnesses, and evidence relating to the incident.

In case of a disciplinary incident, the consequences are dealt with with consideration to the severity of the misconduct, and whether it is an isolated incident or part of a pattern of behavior.

**STUDENTS DRESS CODE AND PERSONAL APPEARANCE (Grades 1 to 5)**

The KIS branded tops are mandatory. The other items are for parents and students to choose (as long as they meet the guidelines given). All clothing items need to be of appropriate size and offer students comfort and decency (no exposed belly buttons, inappropriate images or writings) for school related activities:

Tops

- a 100% cotton polo shirt with school crest, in KIS sky blue (short and long sleeves available)
- a hooded sweater with school crest to be worn over a school polo

Trousers, shorts and skirts

- must be grey, beige, black or dark blue, clean, and in good condition (no ripped jeans or leggings for example). Must come to the top of the knees and be appropriate for all subjects, lessons and activities.

Footwear

- must be closed toe (no sandals, flip-flops or house shoes) for safety and hygiene reasons, and sturdy enough for the varied demands of a school day. A pair of indoor shoes must be sent to school for in-school use on the first day of school.

Spare clothes

- Lower Elementary students are encouraged to have a set of spare clothes at

Jewelry and Make-Up

- jewelry should be minimal (small stud earrings only) and must not pose any safety risk during active lessons like PE and Drama
- No make up in Elementary Grades is

allowed Hair

- Hair needs to be neat and tidy and out of the student's eyes.
- Long hair needs to be neatly tied up or braided (girls).

## PE

- Students should wear the school PE uniform for PE lessons and sports activities, including trainers.

The school reserves the right to send students home or have them purchase appropriate uniforms if they do not have them. There is a uniform store on campus.

## **WATER FOR DRINKING**

Students are expected to bring water bottles with them to school each day. Students may use the water fountains for drinking and refilling their water bottles during the day as needed. For hygiene purposes, please label your water bottle with your name and class, and do not share your bottle with your friends. It is recommended to take bottles home regularly for cleaning. Cups will be available only if you forget your water bottle.

## **LIBRARY**

KIS has a growing library, which plays a central role in the school's learning program, and provides a good range of reading material for students. There are both reading and reference books used for class time and for recreational reading. Students are encouraged to borrow books each week to develop the habit of reading books that they enjoy and foster a lifelong love of reading.

The school's library policy on missing or overdue books is as follows: the borrower is reminded verbally within the first week of missing the due date; a written notice is issued the second week; finally, the librarian will send a written notice home to the parents. No other material will be issued to the borrower until all materials have been returned.

Students with overdue books at the end of each semester will not be given their report cards until all materials have been returned or paid for in full. A letter will be sent home before the end of each semester informing parents about overdue books, for return or settlement.

## **HOMEWORK**

Homework forms an important part of a student's education since it reinforces or prepares for the work covered during lessons. For students at KIS, homework is an expectation, although the amount and nature of the homework will vary according to the age and grade of the student. The Elementary school uses SeeSaw to assist students and teachers with the setting, tracking and assessment of assignments. Homework assignments and due dates are recorded on SeeSaw, as are assessments, and these can be viewed by parents. SeeSaw and ManageBac are also useful vehicles for direct communication between home and school.

It is recommended that parents/guardians remain aware of their children's homework, coursework, assessments, and project commitments. Helping ensure that adequate time is set aside and that there is a quiet place for each child to work will be of particular assistance in establishing good study habits.

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Please consult your child's teacher if your child needs more time for completion of homework on a continual basis.

**Late or incomplete homework**

Students are expected to complete and submit all homework assignments on time. It is expected that the school and your parents will support one another and work together to provide support for you.

**FIELD TRIPS**

Field trips are an integral part of the curriculum and provide extended learning activities outside the classroom for students in all grade levels. A field trip is defined as any planned activity that necessitates the students leaving the school grounds during the instructional hours from 8:00am to 4:30pm. Field trips are mandatory and should be attended unless a student is ill, or for some other unavoidable reason. Parents will be informed when a student needs to attend any trip or function away from school. A notice will be sent home advising of the date, place, return time, and reason for the trip.

Before a student can go on a field trip, a signed permission form from the parent must be on file in the office. Verbal permission is not accepted. To ensure the safety of students, they must leave and return to campus with their teacher on the school bus. Parents may be asked to serve as volunteer chaperones on these trips.

**ASSEMBLIES**

Elementary Students (Grade 1 - 5) will have regular assemblies following a schedule. The assemblies serve several purposes: to promote community building within the Elementary school, promote the Learner Profile attributes, provide opportunities to celebrate students achievements and share information. The assemblies will be usually held in person. When needed assemblies will be held on line.

**AFTER SCHOOL ACTIVITIES (ASAs)**

The optional After-School Activities Program operates in the after school hours 15:15 - 16:15. The ASA program offerings are provided by both KIS teachers and outside providers. Further information about the ASA program is made available to students and parents through the weekly school newsletter.

Please see KIS

**SCHOOL TRANSPORT**

KIS outsources a bus service to transport children to and from school. There is always an adult to accompany children to and from school on every school bus. Using this service incurs a charge. If you wish to take advantage of this service, please contact [transport@kisnet.org](mailto:transport@kisnet.org).

Parents of children using this service need to complete the [School Bus Rules form](#). Parents and children using this service should familiarize themselves with the rules in this document, of which the following is an extract:



## **BUS RULES**

- The driver and the bus monitor are in charge and may assign seats.
- Enter the bus in an orderly manner, take your assigned seat quickly, buckle your seatbelt, and wear it during the entire trip.
- Only students may board the school bus; nobody else should board the bus.
- No eating, drinking, or chewing gum is allowed. Food items are not permitted for cleanliness, to avoid choking hazards, and to respect the possibility of food allergies of other students, except food contained inside a sealed lunch box or backpack.
- Do not litter on the bus or throw things from the bus.
- Keep books, packages, coats, and all other objects out of the aisles and drivers' area. If you cannot hold the object on your lap, it is too large to be transported.
- Be polite and respectful to the bus operator, monitor, and all other passengers.
- Use 'indoor voices' while on the bus.
- Keep your head and hands inside the bus. Windows should be kept closed.
- Learn about bus safety and keep your child safe. Discuss appropriate bus behavior with your child.

## **MEALS AT SCHOOL**

There are a number of options for students to eat at school:

1. Students may opt for the cafeteria meal plan provided by the food provider. Information on this service is issued by the food provider directly to parents.
2. Students may bring their own snacks and lunches from home. Microwave ovens are provided in both canteens. Heating of the home lunches and snacks is done only by an adult on supervision duty. Students are not allowed to use the microwave ovens.
3. Students are expected to remain in the relevant canteens for the duration of the mealtimes for both snack and lunch times.
4. Students in grades 1-5 are not allowed to purchase food from La Tartine during the school day.
5. Grades 1-5 parents only can buy from La Tartine for their children after school during the dismissal time.
6. Students are not allowed to order food for delivery to school.

## **HEALTH GUIDELINES**

Parents must inform the homeroom teacher if their child has a chronic illness, allergy or physical handicap, or if there are any special measures or activity restrictions that will be necessary for the child's welfare at school.

A child should stay at home and their parents should consult their doctor if the child has any of the following symptoms, which may indicate the onset of a communicable disease:

- Fever
- Watery eyes, discharge from eyes
- Sore throat with fever
- Cough with fever
- Skin rash or spots
- Nausea, vomiting, diarrhea

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The child should be fever-free, without the use of fever-reducing medications, for 24 hours before returning to school. If a child has been sent home with a fever, s/he must remain home for at least 24 hours before returning to school. If a child has had an infectious or other communicable disease, a doctor must certify that s/he is fit to return to school, and this reference should be brought to the homeroom teacher, who will file it with the school doctor.

Colds are most contagious in their earliest stages. Children are encouraged to adopt good hand-washing habits to reduce the spread of germs.

## **NUT FREE SCHOOL**

Students, staff and parents are reminded that KIS is a nut free school. Nuts are not allowed on campus either as individual nuts or as an ingredient in baked goods.

## **SCHOOL MEDICAL STAFF**

There is a medical office located in the main Reception area. A second medical office is in the Early Years wing. A trained and qualified doctor and nurse are on duty during school hours to attend to students' health needs (illness, accidents and medications). Students who feel sick are sent to the medical office, where they are examined to determine the kind of treatment necessary. If the doctor or nurse decides that a student should be sent home or to a hospital, s/he will inform our administration office to contact the parents.

## **MEDICATION**

Medication may be administered to a student during the school day only at the request of the student's parents/physician. The family doctor must indicate in writing the necessity for the medication to be taken and parents must provide written authorization for the school's healthcare professional to administer the medication in the prescribed dosage. All medication taken at school must be brought to the medical office for safekeeping, and the homeroom teacher informed. No medication is to be kept by students in their backpacks, desks or on their person (except inhalers, if a child is asthmatic).

## **INCLEMENT WEATHER**

All Grades 1-5 students are expected to be outdoors twice during the school day - snack recess and lunch recess if the weather is suitable. Indoor areas are available in case indoor recesses are called.

Unsuitable weather is weather that is too cold (-10 and below) for outdoor play, weather that is too wet, or the air quality is poor (175 aqi).

If the school needs to close early for any reason, parents will be called and informed via the Emergency Phone Tree. Parents must make sure we have their correct current information and an emergency contact number.

## **LOST AND FOUND**

The Lost and Found box is located in the main reception. Parents and students are encouraged to check there in the event that items are lost. Please check it periodically, as the contents will be donated to a charity organization at the end of each term. Please make sure all personal items are labeled with your child's name.

## ELECTRONIC ITEMS AND VALUABLES

The school does not take any responsibility for any loss of, or damage to, personal items, including cash.

Grades 1-5 students are not allowed to bring mobile phones/wearable technology (Apple watch, etc) to school. If it is necessary to bring a phone to school, they must be turned off during school hours and kept in the student's bag in a locker. Bringing personal electronic items to school (such as music players, etc.) is discouraged, as the school cannot be responsible for any theft, damage or loss. It is unnecessary for students to bring large amounts of money to school.

All students from grade 4 and above are required to bring a **laptop** to school that meets the requirements outlined below. "Bring Your Own Laptop" is introduced in grade 3 with more teacher guidance. Tablets such as iPads, Samsung Galaxy are not acceptable devices.

### Acceptable devices must meet the following specifications:

Hardware	Minimum 8th generation Intel core i5 - i7 or equivalent, minimum 8 GB RAM; 128 - 256 SSD drive; 2Gb video card (for design programs); screen size 13 -15", at least full HD resolution (1920*1080); long life battery (6-8 hours working time); weight - 2 - 2.3 Kg
Software	Operating System: MacOS, Windows 10 or 11. Browser: Google Chrome browser.
Accessories	Protective cover/bag; mouse (if applicable); headphones (Wired or Wireless); Charging cord, Web Camera (this is applicable only if the laptop does not have one pre-installed)

Please see [KIS Technology Acceptable Use Policy](#) for more information. **Operating system and anti-virus**

Students must ensure they have a legally purchased and licensed version of a supported operating system and software. Students' devices must be equipped with anti-virus software.

### Maintenance and support

Students are responsible for the maintenance and upkeep of their laptops. Part of this responsibility means that students are regularly updating their OS and applications.

### Theft and damage

Students are responsible for securing and protecting their laptops at school. Any loss, theft, or damage to a laptop is not the responsibility of the school. Damaged laptops must be repaired in a timely manner, a week or less. Students are expected to borrow a loan laptop from the IT department after the first day.

### Insurance/warranty

Students and their parents/guardians are responsible for arranging their own insurance and should be aware of the warranty conditions for the laptop.

### **Internet Access, KIS accounts and Educational Use**

KIS supplies a wireless internet connection which requires all students to authenticate. All internet traffic is monitored and logged. KIS reserves the right to search any student's device if it is reasonably suspected that the student engages in any behavior against the KIS technology policy and/or Kazakhstan law. The school will cooperate fully with local officials in any investigation related to any illegal activities conducted through the KIS network system.

KIS provides several accounts to facilitate learning, for example an kisnet.org email address, and accounts on several learning platforms. These accounts should only be used at the direction of the teacher.

## **BIRTHDAY CELEBRATIONS**

At KIS Elementary School, we enjoy honoring students on their birthday. We also respect families that do not want us making a big deal out of their child's birthday. We announce the birthday child's name during the Homeroom Period, sing the "Happy Birthday" song, and families have an option of bringing in treats for the class. The celebrations in class will be limited to one period and will be limited to class teachers and students.

Please know that you do not have to send treats or gifts with your child on the birthday, it is not an expectation from school. Each teacher finds a special way to honor your child on their special day. However, if you want to send some treats with your child to school to enjoy with her or his classmates, please keep in mind the following:

**Please remember that we are a NUT FREE school, no food containing nuts must be sent to school.**

Please be mindful that any food sent to school needs to be individually wrapped and ready to be served as we do not provide the following: knife (for cutting a cake), plates, cups, etc., for birthday celebrations at school. Any food sent to school by parents for such events needs to be ready for eating as is once delivered to school.

Please check with the classroom teacher first to make sure there aren't restrictions on foods due to food allergies and/or other circumstances in your child's classroom.

Soft drinks, sweets, takeaway food and so on should not be brought or delivered to school.

## **NETWORK ACCEPTABLE USE POLICY**

### **EDUCATIONAL PURPOSE**

- The KIS network system has been established for educational purposes.

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## STUDENT INTERNET ACCESS

- All students will have access to internet information resources through their classroom, library, or the school computer lab.
- Each faculty member and student, along with a respective parent/guardian, must sign a Network Acceptable Use Agreement.

## UNACCEPTABLE USES

The following uses of the KIS network system are considered unacceptable:

- **Personal Safety for Student**
  - Posting personal contact information about yourself or other people, including addresses, telephone numbers, accounts etc.
- **Non-Educational Purposes**
  - Using the network or ICT resources (including personal laptops) for non-educational purposes, including gaming.
- **Illegal Activities**
  - Attempting to gain unauthorized access to the KIS network system or to any other computer system through the KIS network system or go beyond your authorized access.
  - Logging into another student's account for any reason.
  - Downloading any versions of software or loading into the KIS network system any versions of software.
- **System Security**
  - You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.
  - You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.
  - You will avoid the inadvertent spread of computer viruses by following KIS's virus protection procedures.
  - Each school student will have his/her own username and password to access the school's network.
- **Inappropriate Language**
  - Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
- **Respect for Privacy**
  - You will not repost a message that was sent to you privately without permission of the person who sent you the message.
  - You will not post private information about another person.

- **Respecting Resource Limits**
  - You will not download large files (mpeg, mp3...) unless absolutely required by a teacher to do so for course material or determined necessary to present a lesson.
  - You will maintain your personal server storage limits in your home directory below the maximum allowable limit (currently 200Mb).
- **Plagiarism and Copyright Infringement**
  - You will not plagiarize works that you find on the Internet. Plagiarism means taking the ideas or writings of others and presenting them as if they were yours.
  - You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions, ask someone.
- **Inappropriate Access to Material**
  - You will not use the KIS network system to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
  - If you mistakenly access inappropriate information, you should immediately tell your teacher, principal, or IT Manager. This will protect you against a claim that you have intentionally violated this policy.
  - Your parents should instruct you if there is additional material that they think it would be inappropriate for you to access. The school fully expects that you will follow your parent's instructions in this matter.
- Please see this document for more information - [Internet Usage](#).

## YOUR RIGHTS

### Search and Seizure

- You should expect only limited privacy in the contents of your personal files on the KIS network system. The situation is similar to the rights you have in the privacy of your locker.
- Routine maintenance and monitoring of the KIS network system may lead to discovery that you have violated this policy or the law.
- An individual search will be conducted if there is reasonable suspicion that you have violated this policy or the law. The investigation will be reasonable and related to the suspected violation.
- Your parents have the right to request to see the contents of your files at any time.

### Due Process

- The school will cooperate fully with local officials in any investigation related to any illegal activities conducted through the KIS network system.
- If you violate this policy in your computer usage, you will receive a written notice of the suspected violation and an opportunity to present an explanation.
- If you are found to have violated this policy, the consequences will be, but not limited to, restrictions

being placed on your use of your Internet account. Disciplinary action within the school will be at the discretion of the principal.

### **LIMITATION OF LIABILITY**

KIS makes no guarantee that the functions or the services provided by or through the KIS system will be error-free or without defect. KIS will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. KIS is not responsible for the accuracy or quality of the information obtained through or stored on the system. KIS will not be responsible for financial obligations arising through the unauthorized use of the system.

### **ACADEMIC HONESTY**

While Kazakhstan International School recognises that there are various methods of citing sources, KIS has chosen to use the Modern Language Association 8th edition (MLA)]. Citing and referencing skills are taught at a level appropriate to the age of the students. Such skills are incorporated into the curriculum where relevant.

It is expected that:

- Assignments should be written in the students' own words, or cited in quotation marks.
- Ideas should be credited to the people and publications they were derived from, in an age-appropriate way.
- Images should be referenced in an age-appropriate way.
- Text and other content should never be copied from the internet or other published sources and presented as the student's own work. This includes text that has been translated online.
- Students must not talk, communicate with one another, or use unfair means in any test or examination situations.
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work through a process of collusion.

To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the IB Programmes, internal and external sanctions are in place in order to respond consistently should issues related to academic dishonesty arise. Internal sanctions are those used by KIS, and generally refer to assignments and classwork (general homework and 'drafts') which do not count towards the award of the final grade. External sanctions are those applied by the IB, and relate specifically to all pieces of work, usually 'final version' (Projects, portfolios) which count towards the final IB PYP certificate. However, there is some overlap to be expected between the application of these sanctions, so they should not be seen as acting in isolation from each other. Internal Sanctions may be imposed by the school for incidences of malpractice relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB examination work, and will include:

**First Offense:** The student is required to re-do the work and reminded of KIS's academic policy. Parents are notified by the teacher and the malpractice is noted in school records.

**Second Offense:** The student is given zero for the work, parents are notified by the principal, and the student receives disciplinary consequences. This second malpractice offense is noted in school records.

**Third Offense:** If a student is found guilty of a third breach of academic honesty, they will receive no

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credit for the relevant course, and may be recommended for withdrawal.

## **Home-School Communication**

### **Responsibilities**

Good communication between the school and parents is absolutely necessary to facilitate the partnership of parents and teachers working in harmony to achieve the best education for each child. Parents are encouraged to maintain open lines of communication with their child's teachers in order to be well- informed regarding their child's progress and to also reach out in case of any questions or concerns.

The language of instruction is English and all school documentation is sent out in this language with Russian translation. Parents should make sure that they understand all our correspondence. In case they do not grasp everything in a notice, they should contact the school as soon as possible. We want to make sure that communication between school and parents is good. Most often we use email as a medium to contact parents, which is why it is extremely important that parents provide us with current email addresses.

### **WEEKLY NEWSLETTER**

The school will issue two newsletters every week: Head of School newsletter and the Elementary school Principal Newsletter. Both are sent home via email once a week. It is intended to provide a variety of information about school activities and events. Every homeroom teacher will send weekly updates to families using the school gmail account and SeeSaw.

It is important that parents take the time to read the newsletters, as they are a primary source of communication about the whole school community.

### **WRITTEN COMMUNICATION WITH SCHOOL**

KIS recognizes the need for clear communication channels between parents and the school. We particularly support the opportunity for parents and teachers to communicate directly via email. E-mail addresses of teachers will be e-mailed to families separately at the beginning of the school year. Please note the following parental guidelines in the use of any e-mail communication with the school:

- E-mails can be used to inform the teachers of something that happened at home or ask questions that require only a brief answer.
- If there are issues that require a discussion or a longer explanation, it will be better to arrange an appointment with the teacher.
- The nature of some teacher schedules may result in some emails only being answered the next day but we will try to answer all emails within 24 hours.
- Any urgent issues that need to be dealt with the same day need to be communicated via the registrars.
- Any communication by e-mail between home and school should always be cordial and respectful.



## PROCEDURE FOR PARENTS CONCERNS

KIS recognizes the need for the home and the school to address concerns effectively and provides them with a procedure for constructive discussion. The steps below are to be followed strictly.

**Step One:** The parents should confer with the homeroom or subject teacher.

**Step Two:** The parents have the right to confer with the relevant Programme Coordinator if, after seeing the teacher, they require further discussion.

**Step Three:** If, after seeing the relevant Coordinator, the matter is not resolved and the parents require further discussion, an appointment may be set with the Principal. The parents may reasonably expect a response within two working days.

**Step Four:** If the parents feel the issue is not addressed, they may bring the matter to the Head of the School whose decision is final. Once again an appointment must be made through the school Registrar. The Head of School will respond within two (2) working days.

## KIS PARENT CONDUCT POLICY

KIS is an orderly and safe school, where relationships between staff and parents must demonstrate mutual respect and recognition of shared responsibility for student welfare and educational progress. Parental involvement is an important factor in educational success and in dealing with emerging problems at an early stage.

However, in a minority of cases, the behavior of a few parents can cause severe disruption or worse, result in abusive or aggressive behavior towards staff. The Head of School and KIS Advisory Board are responsible for protecting the health and safety of school staff and students.

All members of the school community have a right to expect that their school is a safe place in which to work and learn. Violence, threatening behavior and abuse against school staff or other members of the school community will not be tolerated. Such acts include but are not limited to threatening or actual physical violence, intimidation, unwarranted verbal or written threats of legal or police action, shouting, swearing or inappropriate emails.

Where such behavior does occur, school staff must know that their employer will play a proactive role in taking all possible action to deal with it. These include the following stepped sanctions which will be applied according to the severity of the incident:

1. A written warning to parents from the Head of School, which may result in a parent being temporarily suspended from campus,
2. Referral and recommendation to the Board which may result in expulsion of the student from the School.

**Members of the KIS parent community are expected to:**

1. Embrace and support the School's vision, mission, and values.
2. Respect and abide by the school's policies, rules and procedures.
3. Support the school's curriculum, programme, and pedagogy.
4. Stay informed about their child(ren)'s performance, progress and experience by:
  - speaking with teachers;
  - attending appropriate meetings/conferences;
  - reading school publications, emails, newsletters, and other communications.
5. Work together in partnership with other parents and school professionals to support the academic, social, and emotional growth of children.
6. Promote a school climate of trust and respect by communicating concerns openly and constructively to the appropriate teacher or administrator. In most cases this will be your child's homeroom teacher or a subject specialist teacher. Conversely, parents are expected not to spread rumors by expressing concerns on social media or other public forums.
7. Approach and address concerns that arise by:
  - presuming positive intentions;
  - remembering that we are all committed to the best interests of the children we serve even when there is disagreement;
  - asking questions; seeking to fully understand an issue before drawing conclusions;
  - avoiding hearsay by speaking only for yourself and not for others.
8. Treat all school employees (faculty, staff, security, etc.) and students with civility, honesty, and respect.
9. Respect the KIS traffic and parking procedures and be considerate of other drivers. In particular, do not leave your vehicle in drop-off zones. (This applies to drivers hired by parents as well.)
10. Encourage exemplary attendance and punctuality, and ensure that family holidays are not taken during school time.
11. Inform the school of any change of address, contact details, or personal circumstances. If you will be out of town and your children will be cared for by another person, please provide up-to-date contact information for that person, and the dates of your trip.
12. Supporting a productive and solution-oriented approach to our community. This includes refraining from abusive or threatening emails, letters, text messages or other written or verbal communication. This extends to writing defamatory, offensive or derogatory comments regarding the School, its students, faculty, administrators, staff or parents on social media or other related platforms.

**I understand that a positive and constructive working relationship between the school and a student's parents or guardians is essential to the fulfillment of KIS's vision and mission. By enrolling my children in KIS, I agree to abide by this code of conduct and realize that failure to do so could lead to my being prohibited from entering school grounds. Furthermore, I understand that in the case of extreme and/or**

**repetitive violations of this code, the school reserves the right to discontinue enrollment or not to re-enroll a student.**